DOCUMENT RESUME

ED 451 683 EF 005 883

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TITLE	Daylight Makes a Difference: Daylight in the Classroom Can Boost Standardized Test Scores and Learning. [Audiotape].
PUB DATE	2000-05-02
NOTE	0p.; Presented at Learning & the Brain: Using Brain Research to Reshape Classroom Practice National Conference (Boston, MA, April 30-May 2, 2000). Presented by Public Information Resources, Incorporated.
AVAILABLE FROM	Fleetwood On-Site, 31 Munroe St., Lynn, MA 01901 ($12). Tel: 781-599-2400; Tel: 800-353-1830 (Toll Free); Fax: 781-599-2440; Web site: http://www.fltwood.com/onsite/brain.
PUB TYPE	Non-Print Media (100) -- Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; Audiotape Recordings; *Educational Environment; Educational Research; Elementary Secondary Education; *Light; Public Schools; *Scores

ABSTRACT

An audiotape presents study analysis of the effect of daylighting on student performance. The study includes a focus on skylighting as a way to isolate daylight as an illumination source, and separate illumination effects from other qualities associated with daylighting from windows. Results from test scores of over 21,000 student records, along with other data sets, from three school districts reveal that students with the most daylighting had from 7 percent to 18 percent higher scores than those with the least. Despite differences in teaching styles, school building design, and very different climates, the three districts show daylighting to have consistently positive and highly significant effects. GR)

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